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ABSTRACT

Designed to provide the home economics teacher with a resource of enrichment materials for gifted/talented students, this manual consists of information to assist home economics teachers and students in designing enrichment materials to supplement classroom learning and suggested learning activities in five home economics areas. Part 1 of the manual discusses identification and characteristics of gifted and talented students in home economics, the role of the teacher in teaching the gifted/talented student, the contract method of grading, and an individual enrichment contract in home economics. Suggested learning activities are provided for the following home economics areas: food, nutrition, and family health; clothing and textiles; consumer education; housing, home furnishing, and home management; and human growth and development and family living. (A bibliography is appended.) (MN)

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Enrichment Materials

in

Home Economics

for

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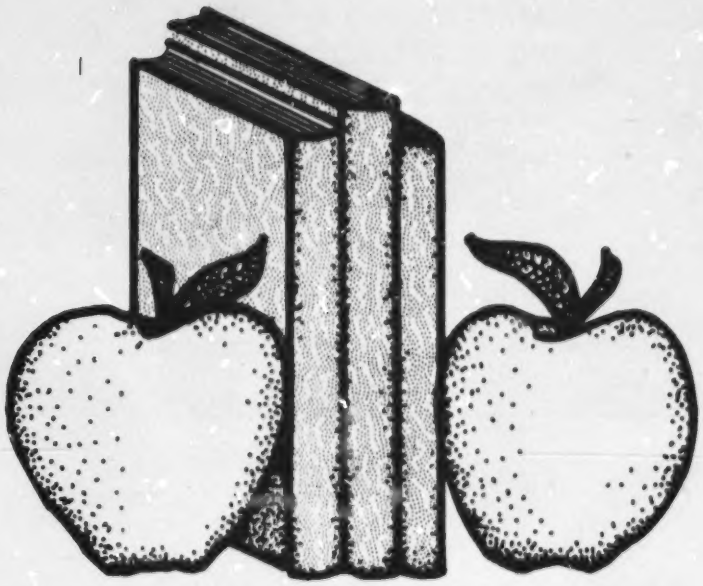

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Purpose and Process

The purpose of this manual is to provide the home economics teacher a resource of enrichment materials for gifted/talented students.

It was clear from the beginning of the Home Economics Gifted/Talented Curriculum Project that the state of the art in home economics for G/T was limited.

After a comprehensive review of existing materials in the other disciplines, the cadre of home economics teachers, state supervisors, and project staff were able to derive a respectable array of definitions, characteristics, and identification techniques to provide a framework for the enrichment materials.

Fifteen home economics teachers were selected by the Arkansas State Department of Home Economics staff to be part of the creative writing and in-service team. These teachers along with the State Department of Home Economics supervisors formed a cadre to serve as a curriculum construction team.

For a year, the cadre wrote the enrichment materials, field tested the materials, and provided in-service. The University of Central Arkansas project staff provided instructional services and assumed the administrative responsibilities of the project.

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Table of Contents

Part I

Use of this Publication 1

Identification and Characteristics of Gifted and Talented Students in Home Economics 3

The Teacher and the Gifted/Talented Student 9

Contract Method 13

Individual Enrichment Contract in Home Economics 14

Part II

Enrichment 19

- Food, Nutrition, and Family Health 20
- Clothing and Textiles 26
- Consumer Education 31
- Housing, Home Furnishing, and Home Management 34
- Human Growth and Development and Family Living 37

Bibliography 39

Part I

Use of this Publication

Gifted and Talented in Home Economics resource manual is divide into two parts. The first part contains the theoretical as well as practical information to assist home economics teachers and students in designing enrichment materials to supplement classroom learning.

Part II of the manual provides enrichment activities in five economics areas.

Definitions

Two definitions need to be considered: (1) gifted and talented and (2) enrichment. There are many definitions of giftedness that have been formulated. The definitions formulated by the U.S. Office of Education is currently being utilized by many states. Parts of the definition state that gifted and talented children are those who are capable of high performance because of their outstanding abilities and that these students require services beyond those normally provided by the regular school program in order to realize their contribution to self and society.

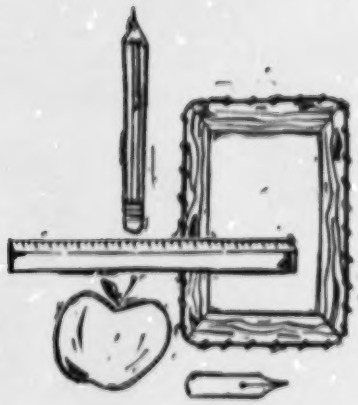
DeHaan and Havinghurst in Educating Gifted Children speak of gifted students who are superior in some ability that makes them outstanding contributors to the welfare and quality of society.

Lewis Terman referred to gifted students as students having an IQ of 140 or above as measured by the Stanford-Binet Intelligence Scale.

In Reach, Touch, and Teach, Viola Spolin comments that it is highly possible that what is called talented behavior is simply a greater individual capacity for "experiencing".

Because of the complexity and quantity of existing definitions which range from the conservative to liberal, the project staff placed more emphasis on identification of students in the home economics classroom rather than formulating a precise definition. For example, if a home economics teacher noticed that a student became interested and "showed" task commitment to discover as much as possible about home interior design and display creativity in this area, the teacher then should start the process to encourage the student to explore enrichment activities. In this case, a definition is not necessary.

The term "enrichment" is used to denote those projects, exercises, and materials which go beyond normal classroom activity by offering students a greater latitude of inquiry.



Identification and Characteristics of Gifted and Talented Students in Home Economics

Research on G/T students has shown that no single criterion should be used to identify giftedness. Renzulli states that G/T students possess a relatively well-defined set of three interlocking, interacting, sets of traits which are:

Above-Average Ability,

Task Commitment, and

Creativity.

It is important to note that each set or cluster is equal. One of the major errors that continues to be made in identification procedures is overemphasis on superior abilities at the expense of the other two clusters of traits. (Renzulli, 182)

One must be careful not to be influenced by IQ tests. Notice the criteria used was above-average ability, not genius.

Renzulli reports that most of our G/T students are not those who scored above the ninety-fifth percentile on standardized tests. (182)

Task commitment is an important part of the making of a G/T student. Persistence in the accomplishment of ends and integration toward goals have been identified as common characteristics in G/T students.

An impressive body of solid research has conclusively proved that most of us were born with rich and vigorous imaginations and that creative ability is almost universally distributed.

Statements such as "originality of thinking" and "freshness of approaches" always seem to be present when discussing G/T persons.

Gifted and talented students have many of the same general characteristics as any other students in the same age group. They enjoy social functions and physical activities and have emotional ups and downs as others do.

Depending upon their personality type, they may be friendly and outgoing or shy and retiring; happy and secure or anxious and easily depressed.

Yes, gifted and talented students in home economics are normal, healthy, well-balanced, physically sound people.

Gifted persons do need a rich, varied, active, and challenging life because they have numerous interests and abilities which give them an insatiable desire to learn. (Miline, 5)

There are many lists which describe the characteristics of gifted and talented individuals. But many teachers feel that lists developed by others are inadequate in that these lists fail to consider individual student's unique goals in the classroom. (Tuttle, 11)

For those who will feel more comfortable with an identification checklist, the following will be helpful. The teacher should be aware that the three checklists concern different dimensions of student behavior. It is suggested that the three scores not be added but that the teacher should develop a set of norms to assist in the identification of gifted and talented students.

Checklist for Above-Average Ability

Directions: Circle the number that most nearly describes the behavior exhibited by the student.

1. Seldom or never observed
2. Occasionally observed
3. Observed to a considerable degree
4. Observed almost all the time

1.	Quick mastery of cognitive information	1 2 3 4
2.	Possesses advanced vocabulary	1 2 3 4
3.	Rapid recall of factual information	1 2 3 4
4.	Advanced skill in reasoning	1 2 3 4
5.	Does not avoid difficult materials	1 2 3 4
6.	Keen observer	1 2 3 4
7.	Can quickly make valid generalizations	1 2 3 4
8.	Reads a great deal	1 2 3 4
9.	Separates complicated material into parts	1 2 3 4
10.	Has rapid insight into cause-effect relationship	1 2 3 4
11.	Possesses a large data bank of knowledge	1 2 3 4
12.	Solves problems by divergently innovative methods	1 2 3 4

Checklist for Creativity

Directions: Circle the number that most nearly describes the behavior exhibited by the student.

1. Seldom or never observed
2. Occasionally observed
3. Observed to considerable degree
4. Observed almost all the time

1.	Sustains interest in one or more fields over the years	1 2 3 4
2.	Produces work which is fresh, vital, and unique	1 2 3 4
3.	Creates new ideas and processes	1 2 3 4
4.	Invents and builds new mechanical devices	1 2 3 4
5.	Actions and beliefs often run counter to traditions	1 2 3 4
6.	Possesses many questions	1 2 3 4
7.	Uninhibited in expressions of opinion	1 2 3 4
8.	Interested in aesthetic aspects of life	1 2 3 4
9.	Free in expression	1 2 3 4
10.	Keen sense of humor	1 2 3 4
11.	Displays intellectual playfulness	1 2 3 4
12.	High risk taker	1 2 3 4
13.	Shows originality in classroom assignments	1 2 3 4

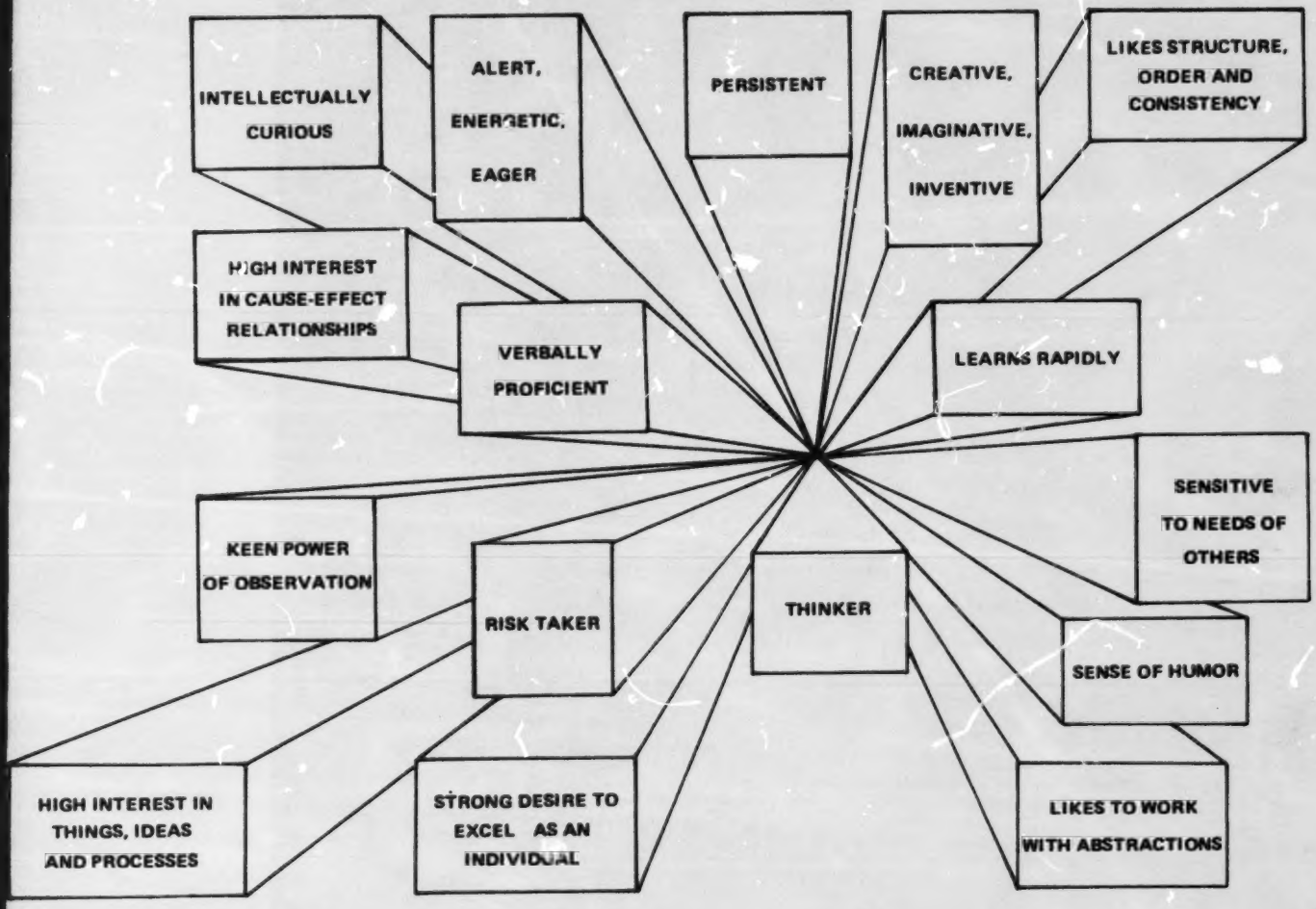
Checklist for Task Commitment

Directions: Circle the number that most nearly describes the behavior exhibited by the students.

1. Seldom or never observed
2. Occasionally observed
3. Observed to a considerable degree
4. Observed almost all the time

1.	Self assertive	1 2 3 4
2.	Organized and structured in daily life	1 2 3 4
3.	Strives toward perfection	1 2 3 4
4.	Needs little external motivation	1 2 3 4
5.	Total involvement in projects or topics	1 2 3 4
6.	Bored at routine tasks	1 2 3 4
7.	Quite excitable about projects or topics	1 2 3 4
8.	Self-critical	1 2 3 4
9.	Able to work independently	1 2 3 4
10.	Requires little direction from teachers	1 2 3 4
11.	Sets high goals and ideals	1 2 3 4
12.	Initiates own activities	1 2 3 4
13.	Is persistent	1 2 3 4

SOME OF THE CHARACTERISTICS OF GIFTED AND TALENTED STUDENTS*



*Reprinted with permission from Educational Research and Service Center, School of Education, University of South Dakota, Vermillion, SD 57069. (Milne, B., and Lindekugel, K. Vocational education: an opportunity for gifted and talented students, 1976.)

The Teacher and the Gifted/Talented Student

It is most important that the teacher create an environment where the gifted and talented student can learn through experience.

If the environment permits, anyone can learn what they choose to learn; and if the environment permits, the environment will teach everything it has to teach. It is highly possible that what is called G/T behavior is simply a greater individual capacity for experiencing.

If talented behavior is related to an individual's capacity to take in and process experiences from the environment, then a major part of the teacher's task is to create safe, stimulating, open environments which encourage exploration, sanction risk taking, and do not penalize failure.

Teachers of gifted and talented students should be able to create an atmosphere of inquiry and problem solving. Teachers need to stress thinking and questioning activities--concentrating on exploration of ideas.

To create such an environment, the home economics teacher must be able to establish a productive and secure relationship with the G/T students.

The effective teacher of G/T students needs to be student-centered. The teacher must be very sensitive to the student's motives and behaviors.

In order to be a flexible, creative, and emotionally mature home economics teacher, certain steps should be followed. The teacher needs to stretch his or her horizons. One mainspring of creative power is a broad background of accumulated knowledge. Time needs to be set aside to read in other fields and to collect and file clippings, notes, and ideas that seem original. The teacher needs to work on a problem or topic outside of home economics so that there can be an exchange of ideas with others.

The home economics teacher needs to cultivate his or her field, too. One needs to seek out all available sources of information and read and examine the literature in the field.

Home economics teachers must always hunt for new ideas if they want to insure that the gifted and talented students in their classrooms will have the opportunity to work with a teacher who is prepared to structure the learning environment suitable for meeting the needs of the G/T student.

It must be stressed that the home economics teacher plays a very important role in the education of G/T students. As a learning manager, the teacher is the one that directs, counsels, and serves as a resource for the gifted and talented students.

The Self-Check List on the next two pages may help the home economics teacher to determine what competencies need to be developed in the process of becoming a successful instructor of gifted and talented students.

Teacher Self-Check List

Not every teacher can or wants to be an instructor of gifted and talented students. If you think you would like to work with G/T students, answer the following questions.

Yes	No		
_____	_____	1.	I am prepared to give up the traditional role of being the main source of information.
_____	_____	2.	I am prepared to become a learning facilitator.
_____	_____	3.	I am able to encourage pursuits that neither the student nor I may clearly understand.
_____	_____	4.	I am able to help students manage their time.
_____	_____	5.	I am prepared to find enrichment opportunities in the school and the community for my students.
_____	_____	6.	I am prepared to show excitement as a learner in unusual and creative classroom activities.
_____	_____	7.	I am most willing to go well beyond the curriculum.
_____	_____	8.	I am willing to accept answers from students expressed in many cases.
_____	_____	9.	I am prepared to accept the obligation to stimulate higher level thinking.
_____	_____	10.	I am willing to offer work on more than one level at a time and offer a multiplicity of ideas simultaneously.
_____	_____	11.	I am capable of helping maintain and/or improve the student's motivation.
_____	_____	12.	I am prepared to demonstrate concern for the total person.
_____	_____	13.	I am able to provide a classroom climate which encourages creativity.
_____	_____	14.	I am able to give the student a sense of purpose (short and long range, personal and social goals).
_____	_____	15.	I am prepared to be an authentic teacher from whom each student can model openness and sincerity.

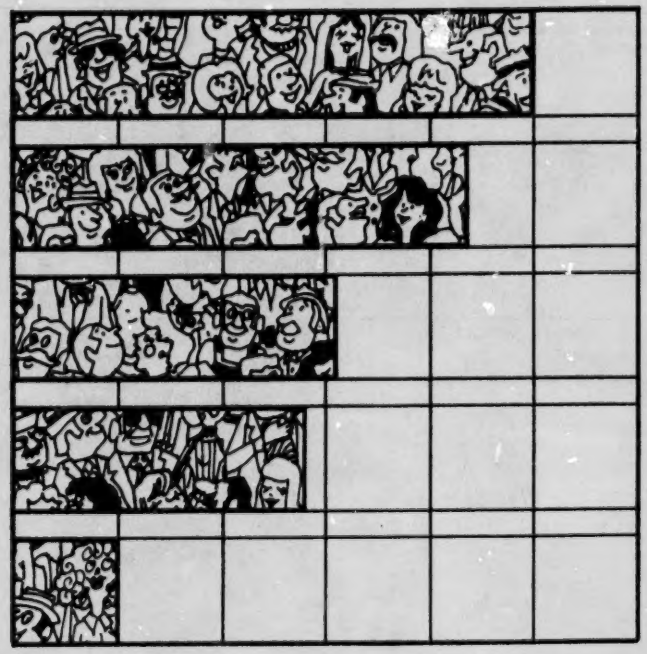
(Rating on the next page)

Rating Scale

15 - 12 Yes answers = You are an ideal teacher for G/T students. Get busy immediately.

11 - 9 Yes answers = Need to explore your No answers. Can you turn them into Yes answers with some work on your part?

8 - 0 Yes answers = Gifted and Talented work is probably not your expertise. Try another area of endeavor.



Contract Method

A learning contract is a format for managing instruction in a multiple activity learning environment.

A contract for learning is essentially a mutual understanding and agreement that exists between a teacher and a student or a group of students. Contracts for learning are most effective when they mutually involve the student and teacher in determining the selection and priority of learning tasks. In order to be useful, contracts must be fair to all concerned, and the agreement must be honored and strictly adhered to. To emphasize the mutual agreement aspect, contracts generally include the signatures of both the student(s) and the teacher.

The conditions and prescriptions of a contract may be initiated by the teacher, by the student, or mutually negotiated by both parties. Often, the contract includes a time line for completing the task as well as a suggested evaluation procedure.

Contracting with the G/T home economics student allows the student to work independently at the rate that is comfortable for her or him. It permits individual pacing, growth, and selection of materials.

Contracts also provide time for the teacher to work closely with individuals as needed. Contracting is an ideal method to utilize with gifted and talented students.

Your research should have a finished project or "product". Listed are several suggestions for possible completed products.

* Check those items which might be possible products of your research.

- ☐ book
- ☐ bulletin boards
- ☐ campaign design
- ☐ cartooning
- ☐ community work
- ☐ correspondence
- ☐ debate
- ☐ dramatizations
- ☐ fair
- ☐ film
- ☐ filmstrip
- ☐ game
- ☐ handouts
- ☐ instructional kit
- ☐ magazine
- ☐ model/display
- ☐ mural/painting/sculpture
- ☐ newspaper
- ☐ oral presentation
- ☐ panel
- ☐ play
- ☐ posters
- ☐ radio program
- ☐ record
- ☐ song/music
- ☐ taped interviews
- ☐ tutoring
- ☐ video tapes
- ☐ written research report
- ☐ _____(others)

It is important for you to remember that you do not need to complete this entire project by yourself. There are resource people in the school and community as well as resource materials that may aid you in your endeavors.

* Listed are some examples of resources. Place a check mark by the resources you feel will be beneficial to you in your research.

People

- ☐ accountant
- ☐ artist
- ☐ business
- ☐ lawyer
- ☐ librarian
- ☐ musician
- ☐ national officials
- ☐ parent
- ☐ professor
- ☐ reporter
- ☐ scientist
- ☐ state officials
- ☐ teachers
- ☐ town officials
- ☐ travel agents
- ☐ _____ (others)

Places

- ☐ antique
- ☐ art gallery
- ☐ business places
- ☐ colleges or university
- ☐ community government
- ☐ concert
- ☐ historical places
- ☐ library
- ☐ museums
- ☐ office building
- ☐ outdoors
- ☐ park
- ☐ public buildings
- ☐ research laboratory
- ☐ schools
- ☐ shopping centers
- ☐ theatre
- ☐ zoo
- ☐ _____ (others)

Things

- ☐ almanacs
- ☐ bibliographies
- ☐ biographies
- ☐ charts
- ☐ dictionaries
- ☐ encyclopedia
- ☐ graphs
- ☐ library card catalog
- ☐ magazines
- ☐ maps
- ☐ newspapers
- ☐ other books
- ☐ picture file
- ☐ radio/tv programs
- ☐ records
- ☐ textbooks
- ☐ study packets
- ☐ _____ (others)

* After you have completed your preliminary research, it is time to organize your project. As you complete the following steps, check off each item.

- ☐ Develop topic outline.
- ☐ List main ideas.
- ☐ Formulate questions and determine answers about your subject.
- ☐ List the important steps in preparing your product.
- ☐ Develop time sequence.
- ☐ Prepare rough draft of your product.

There are several questions to which you should be able to answer "yes" before your product is finished. Look over this list as a review before you plan your work. Not every question will apply for every kind of product.

* Check each item you can answer "yes".

- ☐ Have I used as many resources as needed?
- ☐ Am I sure my information is accurate?
- ☐ Is the information concise and to the point?
- ☐ Have I eliminated unnecessary materials?
- ☐ Can I "try out" or discuss my product with someone before it is completely finished?
- ☐ Have I kept an extra copy of my product for my own records?
- ☐ Have I completed my research and/or product?

Now that you have completed your project, it is important that you share your endeavors with others.

* With the help of the persons who have already assisted you, determine where you could present your product.

A _____
(place)

_____
(contact person) (telephone)

_____
(date) (time)

B _____
(place)

_____
(contact person) (telephone)

_____
(date) (time)

C _____
(place)

_____
(contact person) (telephone)

_____
(date) (time)

Before you present your product, ask yourself these questions.

* Check the questions when you can answer "yes".

☐ Have I considered some especially interesting information to get the audience's attention?
☐ Am I using interesting charts, graphs, or illustrations?
☐ Do I state my conclusions clearly and specifically?
☐ Have I arranged for all the materials needed (projectors, tape recorders)?
☐ Is my report or product acceptable in size or length for the audience?
☐ Do I feel comfortable with the procedure?

After you have shared your product with others, you should ask "How do I feel about this product"?

* Make a list of these things.

- ☐ What things did I like best about this project?
- ☐ What things did I like least?
- ☐ I will do the following things differently.
- ☐ Helpful suggestions I have received from the audiences.

I, _____, contract with my learning manager concerning the above learning activities for enrichment actvities in home economics.

_____
(student)

_____
(Home Economics Learning Manager)

Adapted from: Treffinger, D., & Barton, B. Project checklist. Buffalo, NY: State University College at Buffalo, 1980.

Part II

Enrichment Activities

This part of the manual offers specific suggestions for enrichment activities in five home economics areas.

These activities are not intended to be conclusive. The teacher is encouraged to work with the gifted/talented student in utilizing these activities and to develop additional ones to meet individual needs.

Food, Nutrition, and Family Health

--Identifying food preferences

Survey to determine local food preferences and prejudices. Ascertain causes or conditions leading to preferences or prejudices. Enrichment components could include customs, age, religion, heritage, advertising, and availability.

--Demonstrating appropriate exercises for the elderly

Explore the types of exercises beneficial to the elderly. Enrichment component could be the establishment of exercise programs at meal sites, nursing homes, and community centers.

--Evaluating Cookbooks

Develop criteria and check list to be used to evaluate cookbooks. Enrichment components could include cost, availability of ingredients, ease of directions, and supplemental materials.

--Relating advertising to nutrition

Research the psychology of advertising and utilize the findings to write an advertisement that encourages good nutrition. Components could include news releases, cartoons, radio spots, billboards, mail campaigns, and pamphlets for the grade schools.

--Analyzing fat content of meat

Experiment with types of meat cookery to illustrate the effects of different methods upon fat content. Enrichment components could include research of different types, cuts, and grades of meats.

--Experimenting with spices

Experiment through cooking to determine different tastes, smells, and textures of spices. Create a dish using spices and conduct a taste test.

--Growing a sprout garden

Explore the growth and use of sprouts. Sprout different kinds of seeds and compare tastes and vitamin content. Develop growing instructions and collect recipes for using sprouts.

--Freezing food

Determine the best methods for preserving food by freezing. Components could include types of wraps and containers, holding time, and cost factors.

--Producing foods at home

Student establishes criteria for determining feasibility of home food production. Components could include planning for maximum utilization of space, investigating positive and negative psychological effects of gardening, and determining effect on family budget. Also, student could consider organic versus commercial fertilizers, types of irrigation, and rotation procedures.

--Recording traditional family recipes

Observe or interview a person who is skilled in preparing a favorite traditional dish for which there is no written recipe. Develop a recipe in standard terms. Test and adjust if necessary. Record recipe.

--Determining causes of food spoilage

Determine organisms that cause food spoilage and research prevention measures. Enrichment components could include home and commercial preservation, storage, packing, and preparation.

--Investigating food additives

Research the different food additives and their uses. Visit a processing plant to discover the use of additives and FDA restrictions for safety. Compare organically grown food to foods with additives for price, flavor, and storage capabilities.

--Developing computer analysis of diets

Research and compile diets to be programmed for comparison. Components could include diets for the elderly, diabetic, low cholesterol, special and fad diets. Follow-up activities might include publications and/or reports to special interest groups.

--Determining food habits of pre-schoolers

Collect and summarize information from mothers of pre-schoolers regarding their children's food habits. Develop a check list and survey children's diets and food habits. Include the Basic 4, balanced diet, time of eating, empty calorie foods, effects of advertising, and family food preferences.

--Preserving home grown foods

Make comparisons of food preserved at home by different methods considering factors such as money, time, energy, and product quality. Related research could focus on historical information and/or future possibilities for home food preservation.

--Promoting school lunch program

Student works with school food service director to promote school lunch program. Components of the enrichment activity could be a survey of the high school students to determine food preferences, to provide suggestion box in cafeteria, and to work with administration in order to provide an atmosphere for more enjoyable meals.

--Planning type A lunch menus

Student could work with school food service director in planning type A lunches. Consideration should be given to commodities, student preferences, budget, nutrition, purchasing, supplies and equipment, government requirements, reimbursements, and reports.

--Planning institutional meals

Work with hospital or other institutional dieticians to plan meals for special needs persons such as the elderly, pregnant women, lactating mothers, and persons on restricted diets.

--Planning food needs for each family member

Make a dietary plan for student's entire family or for a hypothetical family. Components of the enrichment activity could include invalid grandmother, teenage son who plays football, overweight child, and diabetic mother. Include managing the budget, shopping for the groceries, and preparing the menus.

--Preparing and serving meals to large groups

Student could research, plan, and implement a meal for a civic organization banquet or special dinner for school board members and administrations, advisory committee, school club, or catering services.

--Determining factors influencing food choices

Student could conduct action research, design, and present a program concerning specific influences on foods. Components of the enrichment activities could be foods related to religious beliefs and practices (wine and unleavened bread); regional food practices (Boston baked beans, Southern fried chicken); relationship of food to rhymes, verses, songs, folkore (Little Miss Muffet's curds and whey); and. favorite foods of Americans (hot dogs, hamburgers, ice cream).

--Developing food preparation substitutes

Student works on experimental basis to determine possible substitutes for basic kitchen equipment (glass for rolling pin) or substituting ingredients (cocoa and oil for chocolate squares).

--Exploring changes in foods in the next century

Student could project food preparation, processing, production, and new forms for the needs of the future.

--Instructing children on nutrition

Student should research and prepare instructional unit on nutrition for elementary students. Enrichment components could include puppet shows, felt board stories, food demonstrations, games, puzzles, and songs.

--Researching nutritive content

Student should conduct research and present findings on nutrients and their effect on the body. Components could include charts, posters, handouts concerning specific food (ham sandwich, cream pie, etc.).

--Determining foods for basic survival

Student could research and compile a list of necessary supplies and equipment needed for basic survival of one's family in an emergency situation. Component could be the development of a sample survival kit.

--Conducting experimental food preparation

Student could conduct research on flavor, texture, appearance, cost, and quality of selected foods. Components of enrichment activities could be "scratch made" versus convenience food, conversion of recipes, and substitution of ingredients.

--Converting recipes

Student could experiment with converting different recipes to prepare for use with microwave oven, slow cooker, electric skillet, convection ovens, outdoor grills, or other appliances.

--Preparing a cookbook

Student could plan and publish a cookbook. Enrichment components could be nutrition notes, economical hints, original recipes, and entertainment ideas.

--Solving skin care problems

Determine skin problems and identify possible internal and external causes. Enrichment components could include compiling local resources and current information concerning skin problems; researching effect of diet, health habits, heredity, and age on skin condition; and listing types of over-the-counter skin care products available.

--Promoting total family health

Student conducts and prepares presentation concerning various hazards to health due to poor nutritional habits. Components could include fast foods, junk foods, smoking, and personal use of alcohol and drugs.

Clothing and Textiles

--Designing garments for persons with special clothing needs

Design and construct garments for individuals with special clothing needs. Observe and interview persons whose orthopedic impairment affects their clothing needs. Determine alterations needed for comfort, fit, and appearance. Also, develop a list of resource persons, agencies, and clothiers for people with handicaps.

--Recycling children's clothing

Collect used children's clothing from community resources. Repair if needed and organize a sale or barter system. Special projects could evolve such as gifts to needy families or institutions.

--Creating fabric designs

Explore ways to make designs and experiment with one or more methods of design production. Display results and demonstrate one or more design techniques. Research sources of dye, dyeing processes, and affinity for dye by different fibers.

--Exploring occupations related to clothing industry

Determine availability, job skills needed, benefits, working conditions, and future employment opportunities. Components could include assembler, bundler, checker, cleaner, packer, sorter, and spotter.

--Analyzing the world of haute couture

Investigate the lines of well-known designers to determine the characteristics of their designs. Components could include designer's influence on American fashion industry, awareness of consumer preference, saleable designs, and fabric utilized.

--Comparing hand-made to factory-made garment

Research the cost of hand-made to factory-made garments. Design a checklist for comparison. Actually construct a garment and analyze seam finishes, hems, interfacing, etc.

--Analyzing children's clothing.

Design a checklist and anlyze children's clothing using the following components: comfort, durability, appeal, construction, fabric content, color, care, and cost. Information could be presented to various groups such as home economics classes, PTAs, and parenting groups.

--Developing apprenticeships for clothing alterations

Design and conduct survey to determine the need for alteration services within the local community. Enrichment components could include interviewing personnel currently employed in the area, store owners, and store managers.

--Researching the importance of color

Research could include the study of how color relates to the seasons of the year, how color relates to one's feelings or moods, and how color relates to personality types.

--Analyzing the effects of clothing on personality

Research psychological aspects of clothing. Compare reaction of sales clerk to a poorly groomed customer to a well-groomed customer. Survey the effects of group pressure on choices of clothing.

--Updating and recycling clothing

Investigate sources of reusable clothing such as personal and family wardrobes, Goodwill Industries, garage sales, and friends. Interview individuals experienced in garment renovation and recycling. Establish criteria for determining if garment is worth restyling. If not suitable for restyling, what are the other possible uses? Develop a file of magazine/newspaper articles on clothing updating and recycling idea. Present a slide and/or fashion show of garments before and after renovation. Create a display of recycled items.

--Exploring physical properties of fibers

Explore physical properties of natural and man-made fibers which affect performance of fabric. Enrichment components could include absorption properties, abrasion resistance, heat conduction, static cling, and wrinkle resistance.

--Comparing weaves

Compare different types of weaves for washability, ease of clothing construction, and affinity for dye.

--Experimenting with natural dyes

Experiment and determine the effect of dyes from natural substances such as fruits and vegetables.

--Investigating textiles legislation

Research State and Federal legislation concerning the garment manufacturing industry and present findings to consumer groups. Enrichment components could include Wool Products Labeling Act, Fur Products Labeling Act, textile fiber products identification, advertising, and product care labeling.

--Determining effects of laundering procedures on textiles

Determine the effect of different wash cycles, detergents, fabric softeners, and dryer temperatures on textiles.

--Designing children's clothing

Design and construct children's clothing. Components could include comfort, present styles, coordination of fabric to design, and cost.

--Designing and adapting patterns

Study and illustrate each principle of flat pattern design. Design an original pattern or adapt commercial patterns to achieve originality.

--Relating accessory importance

Enrichment activities could include sketching body forms to illustrate the effect of lines on different figure shapes. Possibilities could be the treatment of the waist line with belts and the neck line with scarves, collars, and jewelry. Select a garment and demonstrate how different accessories can change the appearance. Illustrate how a collection of accessories could be interchanged with different garments.

--Investigating home and industrial sewing machines

Compile information on features, costs, and reliability of various home sewing machines by consulting consumer magazines, professional garment makers, retailers, service personnel, dry cleaners, and homemakers. Take guided tour of local garment factory to observe speed, efficiency, safety precautions, and special techniques used with industrial machines. Investigate factory job possibilies, working conditions, and fringe benefits.

--Determining fashions for individual figure types

Investigate professional recommendations for individual figure types. Student could analyze effects of historical and current designs on appearance; could explore ways to disguise figure problems; and compare and contrast suitability and fit of same garment on different students. Activities could include development of presentations via fashion shows, media presentations, and displays.

--Comparing different seam finishes

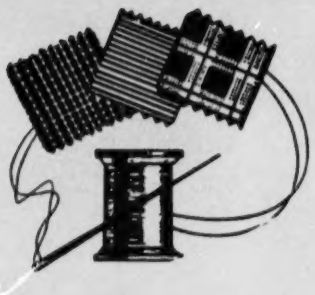
Student could conduct action research and record consumer response to performance and appearance of different seam finishes (pinking, zigzagged, unfinished, etc.). Components could include effect of washing and wearing.

--Comparing garment fasteners

Explore a variety of garment fasteners available on the market. Components could include durability, convenience, performance, and cost. Personal design of garment fasteners could be explored.

--Comparing pattern guide sheets

Student could compare pattern guide sheets in terms of suggested construction techniques and clarity of instructions.



Consumer Education

--Making consumer decisions

Record the consumer decisions made by a high school student during a day. Components could include how decisions are made, what factors influence decisions, what constitutes good decisions, and how institutions and society influence decision making.

--Discovering employment opportunities in the home

Research through personal interviews and a review of literature the opportunities for paid work in the home. Components could include reasons for choosing to work in the home, advantages and disadvantages, insurance, zoning, tax obligations, and state and federal guidelines.

--Promoting use of home computers

Survey different models to determine home utilization including time management and cost effectiveness. Components could include simulation of a program and research concerning prototype programs.

--Fighting inflation in the home

Research and devise money saving tips for the homemaker. Components could include interviews with homemakers, comparison of products, and evaluations of energy saving homes.

--Identifying dollar benefits of recycling consumer products

Investigate and report on innovative recycling projects and techniques. Components could include cost comparisons, reclaiming of materials, and restyling of products.

--Investigating local use of tax dollars

Research and report on the use of tax dollars used by local community agencies that provide services to families.

--Utilizing advertising effectively

Student could research the different modes of advertising. Enrichment components could include creating a TV commercial, creating a radio advertisement, working with local newspaper advertising department, and designing outdoor billboards.

--Exploring the financial stock exchange

Student could investigate and invest in stock. Components could be the initial background investigating of stock companies, consulting brokers, and charting progress of investments.

--Protecting the consumer

Student could conduct investigative research of actual consumer problems experienced by students or their families. Enrichment activities could include implications of current consumer movement, steps in making complaints effectively, research rights and responsibilities of consumers, and role of Consumer Protection Division of the Attorney General's Office.

--Purchasing cars and trucks

Student could delineate factors to consider in making final decisions on buying an automobile or truck. Components of the enrichment activity could include status value, energy conservation, maintenance, cost, financing, and trade-in value. Comparison shopping can be included.

--Buying applicances

Student could focus research on one appliance and inform consumers about features available, warranties, energy efficiency ratios, servicing, and financing.

--Shopping by comparison

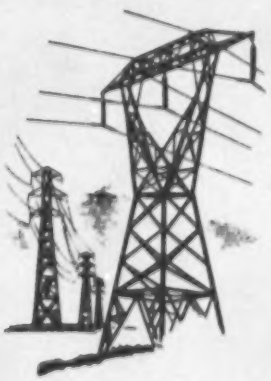
Student could conduct comparison shopping for selected consumer products. Components could include review of related literature and presentation of results and conclusions.

--Managing money

Student could conduct research to determine how different people in the community manage their money. Components could include development of a questionnaire, interviews, findings, and conclusions. Effects of inflation, spending as a reflection of personal values, and family spending patterns can be included.

--Investigating the high cost of funerals

Student could research funeral costs and procedures. Related topics could be included such as pre-planned funerals, burial societies, burial insurance, emotions, and veterans and armed services procedures. A comparison between cremation costs and regular funeral costs could be made.



Housing, Home Furnishing, and Home Management

--Analyzing effects of color on persons

Develop a questionnaire or original research to determine awareness of color and/or its relation to human moods. Other components could be interviews with shoppers and interior decorators regarding their use of color. Additional research could determine reasons for appeal of certain colors to individuals or certain groups of people (region of country, ethnic background, age, etc.).

--Evaluating and organizing storage area

Analyze storage areas in homes and plan for more effective use. Components could include research on shelving, double rods in closets, color, and location. Before and after pictures can show improvements.

--Selecting a place to live

Identify environmental needs of various family members. Enrichment components could include determining building sites, selecting house design compatible with area, and comparing building designs of the community.

--Investigate efficient use of time and energy

Survey homemakers and secondary school students in the community to determine their most effective management techniques. Share findings in the form of a publication.

--Recycling old furniture

Identify characteristics of a piece of furniture worthy of recycling. Compare different methods and cost of refinishing furniture. Refinish a piece of furniture and evaluate.

--Designing homes for persons with housing special needs

Student could design houses adapted to the needs of the elderly and/or persons with specific handicaps. Components of the design could include ramps, extra width doors and halls, hydraulic lifts, and kitchen adaptations.

--Comparing housing costs

Compare the finshed costs of the following houses: contractor built, owner built, modular home, and commercially pre-cut. Components could include analyzing skills of family members and researching experimental housing.

--Evaluating house plans

Design a checklist for evaluating different houses. Components could include flexibility, privacy, traffic patterns, safety, electrical outlets, and space for family activities. Interviews could be conducted with architects, contractors, and developers.

--Purchasing a house or condominium

Student investigates the procedures involved in purchasing a house or condominium. Enrichment components could include interviewing real estate brokers, reviewing legal contracts, investigating different types of deeds, and mortgages, etc. A checklist, a slide/tape presentation, or other methods of presentation could be prepared.

--Designing a "planned community"

Student could investigate components of serveral planned communities. Enrichment activities could include establishing objectives for the community, preparing an illustration or model for display, and establishing zoning requirements.

--Comparing housing of different countries

Survey housing standards, needs, and materials utilization of a selected country. Design a checklist or report comparison of housing in local region to selected country.

--Discovering entrepreneurship possibilities related to housing

Student could compile a list of the numerous businesses related to the housing industry. Components could involve the possible business opportunities related to construction and procedures related to establishing one's own business.

--Evaluating interior design

Student investigates the "inside story" of housing. Explore the questions of space, color, design, lighting, and carpeting. Student could design an exhibit, and/or develop a slide/tape presentation covering selected area(s).

--Designing a hobby center

Student selects a hobby in an area of special interest to the individuals. Enrichment activity could involve research concerning housing design to accommodate the hobby or special interest. Student could design an original hobby center, create a display, or prepare a slide/tape presentation.

--Analyzing the elements and principles of design

Student surveys the elements of design. Enrichment activities could include researching periodicals for effective use of design principles. Student could prepare a slide/tape presentation illustrating principles of design.

Human Growth and Development and Family Living

--Reducing student dropouts

Student could research characteristics typical of the dropout and determine problems the potential dropout is experiencing in school. Student then could delineate possible procedures to reduce the droput rate. Components could include peer counseling, teacher-counselor-parent-student interaction groups, or buddy system.

--Promoting immunizations

Investigate childhood diseases determining which ones require immunizations. Develop a public relations program to promote early immunizations.

--Determining ways to cope with peer pressures

Determine what types of peer pressure exists in the school and community and present possible solutions to help students cope with the pressures.

--Discovering changing roles of family members

Analyze roles of family members and determine possible changes and reasons involved. Report on case studies of actual changes and formulate plans for more effective living.

--Affecting baby's home environment

Describe environmental elements which effect emotions of a baby or small child. Enrichment components could include planning the decor of a baby's room; comparing toys concerning cost, education value, and safety of toys; collecting of ordinary household items that could be stimulating for child's play, and making creative toys.

--Selecting a day care center

Student could research and then design criteria for comparing day care centers. Considerations could be transportation, meals, structured learning curriculum, equipment, ratio of workers per child, and safety features.

--Developing floor plan for day care center

Student could design a child care learning center for a specific number of children. Components could be specific areas to be included, state regulations, costs, and goals of the learning center.

--Adopting a child

Student could research the legal aspects of adoption as well as the emotional aspects. Components of the research could include interviews with lawyers, parents of adopted children, social service personnel, and adopted children.

--Researching causes of abnormalities in newborn

Student could research and present causes for birth defects. Enrichment components could include hereditary and non-hereditary aspects, early diagnosis, genetic counseling, and associated mental health problems.

--Research delivery options in child birth

Conduct interviews to discuss home birth, natural birth, Leboyer method, midwife, anesthetics, and other options.

--Identifying responsibilities of parenting

Develop a program to strengthen parenting skills. Components could include physical, emotional, and social maturity needed by parents. Investigate financial costs of raising a family.

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